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AUTHOR Kidder, Mary Jane, Comp.
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ABSTRACT

This compilation of 27 abstracts of documents searched through the ERIC system, Dissertation Abstracts and the journal literature covers the ethics involved in student record keeping and privileged information, together with recent legal decisions affecting the counselor and the counseling relationship. (CJ)

searchlight

Relevant Resources in High Interest Areas

ED 061570

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8R

RETROSPECTIVE SEARCH

Parent Counseling

Compiled by Mary Jane Kidder

October 1971

This search covers ways in which the school can involve the parents in the educational and social development of the child.
(34 document abstracts retrieved)

$1.00

CG 400 060

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Introduction

This information packet is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE) from January 1967 through June 1971, in Dissertation Abstracts International from January 1968 through June 1971, and in ERIC's Current Index to Journals in Education (CIJE) from January 1968 through June 1971.

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ERIC Documents

ED 019 130 PS 000 858
BARMAN, ALICEROSE S.
GROUP WORK WITH PARENTS OF CHILDREN WITH LEARNING DISORDERS.
NORTH SHORE MENTAL HEALTH ASSN., WINNETKA, ILL.
17P.

DESCRIPTORS– *COUNSELING EFFECTIVENESS. *COUNSELING GOALS. *GROUP COUNSELING, *PARENT COUNSELING, *PERCEPTUALLY HANDICAPPED, GROUP DISCUSSION, GROUP GUIDANCE, MENTAL HEALTH CLINICS, PARENT CONFERENCES, PROGRAM GUIDES, PSYCHIATRISTS, PSYCHOLOGISTS,

SINCE THE PARENTS OF CHILDREN WITH LEARNING DISORDERS FELT ISOLATED FROM THEIR CHILDREN, THE PSYCHIATRIST IN CHARGE OF THE NORTH SHORE MENTAL HEALTH ASSOCIATION DECIDED GROUP WORK WITH THESE PARENTS WAS NEEDED. FROM THE EXPERIENCES OF WORKING WITH SEVERAL SUCH GROUPS IT HAS BEEN DECIDED THAT (1) A GROUP SHOULD BE COMPOSED ONLY OF PARENTS WHOSE CHILDREN HAVE BEEN PROFESSIONALLY DIAGNOSED AS HAVING A PERCEPTUAL PROBLEM, (2) THE GROUP SHOULD MEET EVERY OTHER WEEK FOR 8 SESSIONS FOR A PERIOD OF 1-1/2 HOURS, (3) A FEE OF $10 SHOULD BE CHARGED, ALTHOUGH NO ONE WOULD BE DENIED ADMISSION BECAUSE OF INABILITY TO PAY, (4) GROUP SIZE SHOULD BE FROM 10 TO 12, (5) THE CHILDREN REPRESENTED SHOULD RANGE NO MORE THAN 4 YEARS IN GRADE LEVEL, AND (6) A GROUP SHOULD BE COMPOSED OF PARENTS AT THE SAME LEVEL OF KNOWLEDGE OR LACK OF IT CONCERNING PERCEPTUAL HANDICAPPING. THE GOALS OF THESE GROUPS HAVE BEEN (1) TO GIVE FACTUAL KNOWLEDGE ABOUT A KIND OF DIFFICULTY WHICH IS LITTLE UNDERSTOOD, (2) TO PROVIDE A PLACE FOR DISCUSSION OF FEELINGS CONCERNING THE CHILD, AND (3) TO PROVIDE A CLEARINGHOUSE WHERE USEFUL TECHNIQUES OF MANAGEMENT CAN BE SHARED. EVALUATIONS MADE BY MOST OF THE MEMBERS OF THE GROUPS HAVE INDICATED THAT THESE GOALS HAVE BEEN MET WITH SOME DEGREE OF SUCCESS IN ALL AREAS. ALSO, IN SPITE OF THE FACT THAT NO PATTERN OF PERCEPTUAL DIFFICULTY IS LIKE THE NEXT, CERTAIN GUIDEPOSTS TO HELP PARENTS HAVE BEEN FORMED BY THESE GROUPS. INCLUDED ALSO ARE QUOTATIONS TAKEN FROM A PARENT'S EVALUATION SHEET TELLING WHY THE GROUP WAS BENEFICIAL. (CO)

ED 022 478 JC 680 359
Classen, Arthur Charles
FACTORS THAT DETER HIGH SCHOOL GRADUATES FROM CONTINUING THEIR EDUCATION IN A JUNIOR COLLEGE DISTRICT.
Indiana Univ., Bloomington. School of Education.
Pub Date 65
Note—133p.
Available from—University Microfilms, Inc., P.O. Box 1346, Ann Arbor, Michigan 48106 (Order No. 65-14,033, MF $3.00, Xerography $6.20).
Document Not Available from EDRS.
Descriptors—DOCTORAL THESES, *DROPOUTS, *FOLLOWUP STUDIES, *JUNIOR COLLEGES, *PARENT ATTITUDES, *PARENT COUNSELING, QUESTIONNAIRES
Identifiers—*Indiana

This study to determine why so many Morton High School graduates did not continue their education was expected also (1) to explain why they did not go to Morton Junior College, (2) to show whether the college meets community needs, (3) to be of value in high school counseling, and (4) to show if an adult evening program is needed at either the college or the high school. Questionnaires were sent to 477 graduates and, later, to the parents of those who responded. A final response of 253 students and 118 parents was received. The students gave several reasons for not continuing at any college (lack of interest, poor high school record, armed service duty, lack of money, parental opposition, marriage, no need for further training, etc.) and specific reasons for not going to Morton Junior College (no college atmosphere, lack of certain courses, limited campus life). The recommendations include (1) more intensified high school guidance program, with parents included in the discussions, (2) better articulation of guidance programs between elementary and high schools, (3) continued publicity for the local college assets, (4) immediate attention to improved college facilities, (5) an adult evening program equal to the day program, and (6) more involvement of parents and of the community in general. (HH)

ED 031 743 CG 004 272
Duncan, L. Wendell
Parent-Counselor Conferences Make A Difference.
Saint Petersburg Junior Coll., Fla.
Pub Date 69
Note—17p.

Descriptors—*Counseling Programs, *Junior High Schools, *Parent Child Relationship, *Parent Conferences, Parent Counseling, *Parent Participation, Parents, Parent School Relationship

This study was designed to measure what effect the establishment of a parent-counselor relationship prior to the child's entrance into junior high school would have upon the child's adjustment to school and parent-child communication. Subjects were students and parents from Lealman Junior High School in St. Petersburg, Florida. Parents of the experimental group had a one-hour individual conference with the school counselor prior to the child's entrance into junior high school. A significant increase ($p<.001$) in additional parental contact with the school was noted along with a significant increase in student attendance ($p<.001$). This was accompanied by a decrease in drop-out rate ($p<.05$) and disciplinary referrals ($p<.001$). A trend was noted toward an increase in parent-child communication. An overall more effective use of school counselors and other school personnel was suggested. (Auth/SJ)

ED 043 977 EC 030 375
Easson, William M.
The Dying Child: The Management of the Child or Adolescent Who is Dying.
Pub Date 70
Note—103p.
Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.75)
Document Not Available from EDRS.
Descriptors—*Adolescents, Attitudes, *Childhood, *Death, Diseases, Parent Child Relationship, *Parent Counseling, Pathology, Personal Adjustment, Physiology, *Preschool Children

Primarily describing the child who must endure a lengthy terminal illness and prolonged period of dying, the text presents the developmental stages of the child's understanding of his own death. Characteristics of the child at various ages (preschool, elementary school, and adolescent) are examined in areas such as hospitalization effects, physiological reactions and disease symptoms, psychological and emotional effects, changes in social roles and relationships, fantasy and imagination, and religious interest. The reactions and adjustments of the family of a dying child, and the role and influence of the treatment personnel are explored. The provision of an atmosphere of love and security for the dying child is emphasized throughout the text. (RD)

ED 047 448 EC 031 528
Exceptional Children Conference Papers: Involvement of Parents in School Programs.
Council for Exceptional Children, Arlington, Va.
Pub Date 70
Note—17p.; Papers presented at the Northwest Regional Conference (Vancouver, British Columbia, October 21-24, 1970)

Descriptors—*Conference Reports, *Exceptional Child Education, Institutionalized (Persons), *Parent Child Relationship, *Parent Counseling

A selection of four papers from those presented at the CEC Northwest Regional Conference (Vancouver, British Columbia, October 21-24, 1970) deals with the involvement of parents in school programs. Beryl Gridley briefly skims the area of work with parents of exceptional children while Vera Brinson details work with parents of preschoolers. Ila Gangnes considers the parents who have children in a residential school; and William Womak examines the parental emotional response to mental retardation and professional support. Other collections of papers from the conference have been compiled and are available as EC 031 525 (Pre and Inservice Training), EC 031 526 (Social and Institutional Changes in Special Education), EC 031 527 (Administrative Procedures and Program Organization), and EC 031 529 (Teaching Strategies, Methods, and Instructional Materials). (CD)

ED 034 910 AA 000 475
Exceptional Children Conference Papers: Parent Participation in Early Childhood Education.
Council for Exceptional Children, Arlington, Va.
Pub Date Dec 69
Note—121p.; Papers presented at the Special Conference on Early Childhood Education, New Orleans, Louisiana, December 10-13, 1969.

Descriptors—Behavior Change, Child Rearing, Conference Reports, *Early Childhood Education, *Exceptional Child Education, Family Involvement, Identification, Infants, Parent Attitudes, *Parent Counseling, Parent Education, *Parent Participation, Parent Role, Preschool Children

Eight discussions of parent participation cover the following areas: dimensions of family involvement in early childhood education; the relationship of the parent, child, and professional staff; parent reactions to the identification of handicaps and their involvement in early education; parent participation in a program of behavior modification for physically handicapped children; the use of parent meetings and parent educators who visit homes to assist parents in helping children to learn; a program for training mothers to instruct their infants at home; a sociological perspective on counseling parents of handicapped children; and early diagnosis of deafness and parent counseling. (RJ)

ED 039 697 EC 005 977
Fils, David H. *Attwell, Arthur A.*
Counseling Parents of Mentally Retarded Children and Youth.
Los Angeles County Superintendent of Schools, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
Pub Date Mar 70
Grant—OEG-10-000-0251/942
Note—42p.

Descriptors—*Exceptional Child Services, *Mentally Handicapped, Parent Associations, Parent Child Relationship, *Parent Counseling, *Parent Education

Written in question and answer form, the guide for parents of mentally handicapped children provides information in the areas of health and medical concerns, assessment of the child's mental ability, parent-child-family relationships, education, psychological and psychiatric adjustments of both child and parent, improving communication, and recreation. Also included are aspects of vocational training, legal and social security provisions, community responsibility, agencies and parent organizations, developmental landmarks for normal and Downs Syndrome children, selected reading references, age factors of calorie needs, and a nutrition chart. (RD)

ED 043 587 SP 004 265

Jones, Elizabeth J.

Preparing Teachers To Involve Parents in Children's Learning. Project Report.

Pacific Oaks Coll., Pasadena, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 70

Note—153p.

Descriptors—*Disadvantaged Groups, Family Characteristics, *Family Environment, *Home Visits, Minority Groups, *Parent Counseling, *Parent Teacher Cooperation, Program Evaluation, Resource Materials

Identifiers—Head Start

The program objectives were to develop teachers' skills in working with disadvantaged parents to enrich the home learning environment for children, and to develop and test the approaches to be used. Weekly home visits were made by 20 participating teachers who selected the families, and emphasis was placed on supporting innovation by the teachers to work out approaches reflecting the diverse competences and needs of individual teachers and families. The report documents and evaluates the process of staff-teacher and teacher-parent interaction in terms of 1) the kinds of resources, supervision, and support which may be needed by teachers making home visits and 2) the key variables to be taken into account in such a program. A resource center for teacher-visitors and strategies for promoting innovation by teachers are described, based on the premise that teachers who are offered choices among resources are more likely to offer similar choices to families. Characteristics of families and visitors, and the teaching strategies which resulted from their interaction are identified. The nine appendixes include a description of the children's program at Pepper House, also run by Pacific Oaks College, as well as a chronology of the seminars, forms used for data on home visits, reports on spin-off activities, and reports on systematic measures used. (Author/MBM)

ED 017 947 CG 001 677

SEBALD, DOROTHY D.

EVENING GUIDANCE CENTERS FOR DISADVANTAGED PUPILS OF PUBLIC AND NON-PUBLIC SCHOOLS.

CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE SEP 67

122P

DESCRIPTORS *DISADVANTAGED YOUTH, *EVENING COUNSELING PROGRAMS, *GUIDANCE SERVICES, *PARENT COUNSELING, COUNSELORS, ELE. AND SECON. ACT. TITLE 1 PROJECTS, OCCUPATIONAL GUIDANCE, QUESTIONNAIRES, SCHOOL PSYCHOLOGISTS, SCHOOL SOCIAL WORKERS, SURVEYS, TEACHER EDUCATION.

THE OBJECTIVES OF THE PROJECT WERE--(1) TO PROVIDE CLINICAL AND GUIDANCE SERVICES IN 137 EVENING CENTERS IN SELECTED PUBLIC SCHOOLS IN DISADVANTAGED AREAS OF NEW YORK CITY, AND (2) TO HOLD A COMPLEMENTARY TEACHER-TRAINING PROGRAM IN ORDER TO IMPROVE THE MENTAL HEALTH AND EDUCATIONAL-SOCIAL STABILITY OF SCHOOL CHILDREN IN THESE AREAS. EXPERIENCED GUIDANCE COUNSELORS, SOCIAL WORKERS, PSYCHOLOGISTS, AND PSYCHIATRISTS SERVICED 5,754 PUPILS FOR 32,611 SESSIONS AND INTERVIEWED 8,894 PARENTS FOR 24,924 SESSIONS. SERVICES INCLUDED DIAGNOSIS, EDUCATIONAL AND VOCATIONAL GUIDANCE, PARENT COUNSELING, AND TEACHER CONSULTATION. THIS EVALUATION OF THE PROJECT WAS CONDUCTED BY A COMMITTEE OF SIX PSYCHOLOGISTS AND GUIDANCE SPECIALISTS EXPERIENCED IN THE PROBLEMS OF DISADVANTAGED URBAN COMMUNITIES. AT RANDOM CENTERS, THEY OBSERVED, COLLECTED DATA THROUGH QUESTIONNAIRES, AND INTERVIEWED STAFF MEMBERS, HEADS OF THE SCHOOLS INVOLVED, AND PARENTS. THEY CONCLUDE THAT THE CENTERS SHOULD BE CONTINUED BECAUSE OF MARKED IMPROVEMENT IN PUPIL ADJUSTMENT AND BEHAVIOR IN THE HOME, SCHOOL, AND PEER RELATIONS AND BECAUSE OF INCREASED TEACHER UNDERSTANDING OF THE SPECIAL NEEDS OF DISADVANTAGED CHILDREN. IN ORDER TO IMPROVE THE PROJECT, THEY RECOMMEND SPECIAL TRAINING TO PREPARE PERSONNEL, LANGUAGE TRAINING FOR STAFF IN AREAS WHERE ENGLISH IS A SECOND LANGUAGE, MORE RECRUITING OF SKILLED PERSONNEL, AND THE SOLVING OF FUNCTIONAL AND COMMUNICATION PROBLEMS. (AUTHOR/RD)

ED 022 235 CG 002 790

Shaw, Merville C. Rector, William H.

GROUP COUNSELING WITH PARENTS: FEASIBILITY, REACTIONS AND INTERRELATIONSHIPS. MONOGRAPH NUMBER 5.

Chico State Coll., Calif. Western Regional Center of the Interprofessional Research Commission on Pupil Personnel Services, IRCOPPS.

Pub Date May 68

Note—97p.

Descriptors—*COUNSELING EFFECTIVENESS, *GROUP COUNSELING, GUIDANCE COUNSELING, *PARENT ATTITUDES, *PARENT COUNSELING, PUBLIC SCHOOLS, *RESEARCH

This monograph reports upon data collected and analyzed in connection with a research project testing the feasibility of group counseling with parents. The group counseling was a part of the school guidance services. Data were collected in six school districts and based upon the experiences of 38 counselors and 53 parent counseling groups. An analysis of the parent post-series reaction sheet showed a highly positive attitude in parents participating in group counseling. This attitude was strengthened after a second year of counseling in the same district. An analysis of the written "counselor reactions to specific groups" (CRSG) showed that counselor responses became more positive the longer parents remained in their respective groups. The correlations between parent and counselor responses suggest that parents' enjoyment of the group experience and the benefits they gain from it may not necessarily be related. Attendance patterns were also analyzed. (PS)

ED 011 396 CG 000 092

MOTIVATING AND EDUCATING THE STUDENT LIVING IN A POOR NEIGHBORHOOD, A SCHOOL-FAMILY APPROACH.
BY- ZWEIBELSON, I.

PUB DATE JUN 65

123P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *DISADVANTAGED YOUTH, *GIFTED, *PARENT COUNSELING, APTITUDE TESTS, BIBLIOGRAPHIES, COUNSELING, FAMILY SCHOOL RELATIONSHIP, INTERVIEWS, NATIONAL DEFENSE EDUCATION ACT, NDEA TITLE V A, NEW ROCHELLE, NEW ROCHELLE TALENT SEARCH PROJECT, PROGRAM EVALUATION, QUESTIONNAIRES, TABLES (DATA),

THE NEW ROCHELLE TALENT SEARCH PROJECT ATTEMPTED TO INVOLVE PARENTS AND STUDENTS IN A FAMILY COUNSELING PROGRAM IN ORDER TO STIMULATE MOTIVATION FOR IMPROVED SCHOOL PERFORMANCE AND IMPROVED PLANNING FOR THE FUTURE. THE REPORT SUMMARIZES 6 YEARS OF EXPERIENCE, EXPERIMENTATION, AND STUDY, AND IS A COMPILATION OF THE FINDINGS OF SIX DIFFERENT PROJECTS WITH A COMMON SET OF PURPOSES AND GOALS. FOR THE PRELIMINARY SURVEY, A SAMPLE CONSISTING OF 81 NINTH-GRADE STUDENTS FROM POOR NEIGHBORHOODS WERE GIVEN THE DIFFERENTIAL APTITUDE TESTS (DAT), AND THEIR PARENTS WERE INTERVIEWED BY A COUNSELOR USING A STANDARD INTERVIEW SCHEDULE TO OBTAIN DATA ON FAMILY STATISTICS, STUDENT CHARACTERISTICS, AND PARENTS' OPINIONS. THE FAMILIES OF 40 YOUNGSTERS WHO RECEIVED HIGH DAT SCORES PARTICIPATED IN A PROGRAM CONSISTING OF AN "INTAKE" INTERVIEW, AN ORIENTATION SESSION, ONE TO SIX INDIVIDUAL CONFERENCES, AND SEVEN GROUP SESSIONS. TALENT SEARCH PROJECTS FOR THE FOLLOWING 4 YEARS CONTINUED TO UTILIZE THE SAME GENERAL PROJECT APPROACH. PROGRAM RESULTS AND PROGRAM EVALUATION ARE DISCUSSED AND BIBLIOGRAPHIES, PARENTAL INTERVIEW SCHEDULES, TABLES, AND EVALUATION SHEETS ARE INCLUDED IN THE REPORT. (PS)

ED 012 081 Rector, William, and Shaw, Merville C. PARENT AND COUNSELOR PERCEPTIONS OF THEIR PARTICIPATION IN GROUP COUNSELING, MONOGRAPH 3. Chico, Calif.: Chico State College, 1966. MF-$0.65 HC-$3.29 50P.

This study investigated the subjective perceptions of both counselors and counselees to a group counseling experience provided by the public schools for parents of children in the first, seventh, and ninth grades. These data were collected in five school districts from 41 counselors who had conducted a total of 120 parent counseling groups. An analysis of the data from the post-series reaction sheet for parents, the qualitative impressions of consultants, and the counselor reactions to specific groups concluded that both counselors and parents perceived their group counseling experiences positively. Length of participation in counseling groups was directly related to many of the responses. Although relatively few parents perceived changes in their children's behavior during counseling, those who did perceive behavior change participated in more group sessions. Rapport (best among elementary school groups) and general outcomes were perceived by counselors as increased by more group sessions. Counselors found their greatest problem to be structuring groups and facilitating the group process. Nearly one-third of the counselors indicated that experience in individual counseling had a negative effect of their performance as group counselors. (AO)

ED 034 272 Rovin, Ronald; and Others. A MARATHON COUNSELING SESSION FOR PARENTS OF UNDERACHIEVING HIGH SCHOOL STUDENTS. Wheeling, W. Va.: Wheeling Public Schools, 1969. MF-$0.65 HC-$3.29 11P.

Three couples, parents of underachieving high school students, and three counselors participated in a fifteen hour marathon counseling session. This session followed a year of weekly group counseling meetings of 1 1/2 hour duration. The marathon session was video-taped and the results were examined by the counselors. Six stages of group development were identified: (1) initial anxiety; (2) hostility directed towards counselors and others in the group; (3) commitment to a purpose; (4) return to surface level topics; (5) basic encounters and group catharsis; and (6) separation anxiety. The evaluation of the session by the participants indicated that the experience was an emotionally intense one for each of them, and some of the members reported behavioral pattern changes in themselves or their spouses. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author)

ED 012 077 Shaw, Merville C., and Tuel, John K. GUIDANCE RESEARCH IN ACTION, GROUP COUNSELING WITH PARENTS, MONOGRAPH 2. Chico, Calif.: Chico State College, 1965. MF-$0.65 HC-$9.87 331P.

The second phase of a 3-year study to define an objective for guidance services is primarily concerned with the in-

clusion of teachers in group counseling and the continued development of group counseling with parents. The 22 participating schools from six school districts in California and New Mexico included K-12 from all socioeconomic levels. To facilitate both the research procedure and the data processing, 10 data-collection instruments were developed, refined, and used with individuals, groups, and schools. A wide variety of data ranging from expression of attitude to ratings of overt behavior was collected and stored on punch cards. The analysis of these data was conducted according to the pattern set by the specific major hypotheses regarding correlations of the perceptions of students, teachers, and parents concerning aptitudes, vocational interests, and student scholastic performance as well as the relationship of educational attitudes, community attitudes, and parental participation in the study. Eleven variables were considered in the hypotheses. One major hypothesis was concerned with the effects counseling with parents and teachers has on students.The preliminary findings, although primarily actuarial in nature and non complete, provide some indication that the group approach is feasible from both the point of view of the pupil personnel specialist and the degree of parent participation. (AO)

Doctoral Dissertations

Brinton, Charles R. THE EFFECTIVENESS OF PARENT COUNSELING UPON THE ACADEMIC ACHIEVEMENT OF UNDERACHIEVING JUNIOR HIGH SCHOOL BOYS. [Pages 86-88, "Gilmore Sentence Completion Test" not microfilmed at request of Boston University]. Boston University School of Education, 1970. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-22,464).

The purpose of the present research was to investigate the effectiveness of a parent counseling approach upon student grades of junior high underachievers. Secondary goals of the research was to measure changes in the student's attitude toward his parents and the level of achievement motivation. The study was an extension and application of the theory and counseling practice of Professor Gilmore of Boston University who identified family syndromes associated with underachievers. For the purposes of this study parent counseling was defined as a process that assisted parents communicate feelings of warmth and empathy and was further characterized by counselor identification and modification of family syndromes. The counselor presented suggestions for improving communication and gave advice regarding specific problems. The counselor received a semester's training in these procedures by Professor Gilmore. The sample included thirty underachieving boys who were selected from two comparable junior high schools in a residential suburb west of Boston, Mass. Boys were included in the study who attained final grades of the C to C- range along with Otis IQ scores within the range of 107 to 119. Teacher statements recorded in the student's cumulative folder noting a discrepancy between ability and achievement was an additional requirement. Additionally, students who were referred to the Division of Pupil Personnel Serivces for special help regarding learning handicaps or emotional problems were excluded from the study. The students were randomly assigned to two groups of fifteen students each. The experimental group contained thirteen ninth graders and two eight graders. The comparison group contained twelve ninth graders and three eighth graders. The groups were statistically equated on the following variables: I.Q., Grade Point Average, S.E.S., Sibling Status and pre test measures of attitude toward parents and achievement motivation. The Gilmore Sentence Completion Test was used to measure both variables of attitude toward parents and achievement motivation. As a measure of attitude toward parents, validation and scoring procedures were developed by the author and two judges. The test as a measure of achievement motivation had high school norms available for use. Parents were counseled together for fifteen, half-hour, weekly, tape recorded sessions. Parents were seen both in the evening or during the day. Parents who participated in less than five sessions were dropped from the study. Each student was interviewed in order to describe the program and gain an impression of the student to compare with that of the parent. During the following year the experimental and comparison groups were followed up by a comparison of grade point average scores at the end of the academic year. The major findings of the research were: (1) Grade point average scores for the experi-

mental group were significantly higher than scores for the comparison group. Analysis of the data showed that the students in the experimental group made consistent gains in grades over the experimental period. The students in the comparison group showed a more uneven picture of some students doing poorer, some showing no change and others showing some gains. (2) Attitude toward parents scores for the experimental group were significantly higher than scores for the comparison group. An analysis of the data indicated a similar pattern as previously reported that is, the changes in more positive ratings were more consistently represented over the counseling period by students in the experimental group than the comparison group. (3) Achievement Motivation scores for the experimental group were not significantly different from scores of the comparison group. Accordingly, the null hypothesis of no significant differences between groups on this variable was supported. (4) Grade point average scores measured at the end of the follow up year continued to show statistically significant differences in favor of the experimental group.

Dee, George H. THE EFFECTS OF PARENT GROUP COUNSELING ON CHILDREN WITH SCHOOL ADJUSTMENT PROBLEMS. Arizona State University, 1970. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-16,599).

It was the purpose of this study to determine the measureable effects of group counseling on children with school adjustment problems when parents only, child only, or parent and child both were counseled. Who was treated was the main concern not how they were treated. The population of the study consisted of 47 children 7 to 12 1/2 years of age referred to the Jane Wayland Child Guidance Center for school adjustment problems from July 1st through september 30, 1967. From this group, fifteen children were randomly assigned to each of the three treatment groups. Thirty-four of the original forty-five started treatment and twenty-nine completed treatment and evaluation. Child Centered Parent Group Counseling was used to treat the parents and Activity Group Therapy was used for the treatment of the child. Each group met for 90 minutes once a week over a six month period. To compare post treatment groups a multivariate analysis of covariance using age, grade level, and IQ as covariates was completed with the following criterion measures: (1) The Wide Range Achievement Test - Reading grade score; (2) The Wide Range Achievement Test - Arithmetic grade score; (3) The Childrens Personality Questionnaire - second factor score for anxiety vs adjustment; (4) The Childrens Personality Questionnaire - second factor score for extroversion vs introversion; (5) The Behavior Rating Scale for classroom and playground; and (6) the Behavior Rating Scale for home. Improvement rating of the child made by the mother, the teacher, and the counselor were compared using two tailed test of significance for uncorrelated data. The follow up data were reported, but not treated statistically. The analysis of covariance of the post treatment scores in Reading showed a statistically significant

difference between treatment groups, but the analysis of covariance of post treatment scores on other criterion measures showed no significant difference. Ratings of improvement favor Parents and Child both in treatment as showing the most improvement and this was to a statistically significant degree. One year after treatment a follow-up study was completed and the data supported the concept of including parents in the treatment of the child. The results indicate that including the parents activity in the treatment of the child with school adjustment problems increases the effectiveness of treatment. These results would seem to indicate that counselors should find ways of working with parents who verbally express feeling responsible for helping the child, as a means of correcting and possibly preventing school adjustment problems.

Perkins, John Alan. GROUP COUNSELING WITH BRIGHT UNDERACHIEVERS AND THEIR MOTHERS. University of Connecticut, 1969. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-1304).

This pretest-posttest study was an empirical investigation into the use of group counseling by school counselors with various combinations of bright underachieving ninth grade boys and/or their mothers to determine what effect these different treatment combinations would have on the boys' school attendance, grade point averages, self-acceptance, study habits, anxiety levels and ratings by their teachers. A sample of 120 bright underachieving ninth grade boys and sixty mothers was drawn equally from five representative public schools and communities in Rhode Island. The twenty-four boys from each school were matched on IQ, grade point averages and socioeconomic status. Five volunteer counselors from the five schools were selected and trained to carry out the study. These counselors attended a forty hour pre-treatment workshop in group counseling where they learned to offer prescribed minimal levels of empathy, warmth and genuineness as determined by ratings of their type recorded role playing counseling sessions. Subsequently, each counselor in the five schools established four treatment groups involving twenty-four bright underachieving ninth graders and twelve of their mothers as follows: Treatment one - Counselor provided six boys with twelve weekly one hour group counseling sessions. Treatment Two - Counselor provided group counseling to a second group of six boys one hour a week for twelve weeks; their mothers received the same treatment separately from the boys. Treatment Three - Counselor provided no counseling to a third group of six boys but their mothers received twelve weekly one hour group counseling sessions. Treatment Four - Counselor provided no group counseling to a fourth group of six boys nor to their mothers. Treatment evaluation of dependent variables was made before treatment, at close of treatment and five months later. Differences scores were evaluated by two-way analysis of variance with interaction. Appropriate postterior tests were made whenever the null hypothesis was rejected. Group counseling, as described

in this study, brought about a highly significant increase in underachievers' grade point average and self-acceptance. A major factor to this increase was mother influence. All three group counseling treatments significantly improved grade point averages over controls. Additionally, when the counselor worked only with mothers, the effect on grade point average was just as great as when he worked with boys alone or with a boys and mothers combination. Furthermore, group counseling involving mothers, also brought about an increase in underachievers' self-acceptance that was significantly greater than the increase achieved by controls or by the counselor working only with the boys. Moreover, when the counselor worked only with mothers,the indirect effect on the boys' self-acceptance was as great as when the counselor worked with both boys and mothers. Finally, group counseling involving mothers only, maintained a partial but significant influence on underachievers' grade point averages five months later. At this delayed-posttest period, there was a significant counselor-treatment interaction between two counselors and two treatments, the latter in both cases being Treatment Three, mothers only. The results of this study suggest that group counseling can significantly improve academic performance and self-acceptance among bright underachieving adolescent boys when this counseling emphasizes a warm, genuine and empathic relationship and involves mothers in the treatment process. The results of this study further suggest that counseling with groups of mothers can be a more effective means of improving their sons' school achievement and self-acceptance than counseling directly with the boys.

Journal Articles

Berlin, I. N. *Helping Children Who Won't Go to School.* Journal of the International Association of Pupil Personnel Workers, 1970, 14(4), pp192-197.

In working with truants, worker must remember that these youngsters need to experience adults who, unlike their parents, neither fool themselves nor are conned by a child's false promises. For an attendance worker to use a mental health consultant reveals mature thinking designed to make a difficult job more manageable.

Brakel, Eugene. *The Neglected Party in Pre-College Counseling.* School Counselor, 1969, 16(3), pp216-217.

Describes a series of meetings to acquaint parents who had no personal knowledge of higher education with aspects of college admission.

Carlson, Jon. *Case Analysis: Parent Group Consultation.* Elementary School Guidance Counseling, December 1969, 4(2), pp136-141.

Describes effort by counselor to make relationship between mothers and children more growth-promoting through shared group experiences in which new approaches to old behaviors were introduced.

Christensen, Oscar C. *Education: A Model for Counseling in the Elementary School.* Elementary School Guidance and Counseling, October 1969, 4(1), pp12-19.

The purpose of this paper is to present a tentative plan for implementing the counselor role and function using the education model as a basis for accomplishing the ACES-ASCA guidelines. Although the plan is recognized as tentative, it is presented in more positive terms, as action within it can proceed more effectively and more powerfully if it is accepted as a satisfactory means for achieving the objectives of elementary school counseling.

Dembski, Minna, and Dibner, Andrew S. *Let's Do More Work with Parents!* The School Counselor, 1968, 15(3), pp180-185.

The amount of involvement a counselor should have with the parents of disturbed children is discussed. Suggestions are given for involving the parent, relating to the parent, evaluating the problem with the parent, setting goals, and conducting a family conference.

DeRosis, Helen A. *Parent Group Discussions: A Preventive Mental Health Technique.* Family Coordinator, 1970, 19(4), 329-334.

The professional community has the responsibility to explore effective, economic methods for enhancing the parent's understanding and skills in helping his child to grow with as few as possible disturbances of interrelatedness. This paper describes a procedure which has had some effectiveness in parent group discussions in a public school setting.

DeRosis, Helen A. *A Primary Preventive Program with Parent Groups in Public Schools.* Journal of School Health, 1969, 39(2), pp102-109.

The program has a three-fold purpose: (1) to demonstrate an effective group approach for the possible prevention of the development of learning and behavioral disorders in the young child; (2) to provide for the training of school personnel in the methodology of this approach; (3) to describe a method, the use of which may permit psychiatrists and psychoanalysts to place their skills to more practical use in the total community.

Duncan, L. Wendell, and Fitzgerald, Paul W. *Increasing the Parent-Child Communication Through Counselor-Parent Conferences.* Personnel and Guidance Journal, 1969, 47(6), pp514-517.

This study was designed to measure what effect the establishment of a parent-counselor relationship prior to the child's entrance into junior high school would have upon the child's adjustment to school and parent-child communication. Parents of the experimental group had a one-hour individual conference with the school counselor prior to the child's entrance into junior high school. Experimental and control groups were followed over a three-year period.

Epstein, Norman. *Brief Group Therapy in a Child Guidance Clinic.* Social Work, July 1970, 15(3), 33-38.

Presented are the agency's philosophical orientation and a detailed description of the program. In essence, the group is used as a means of enhancing personal competence in coping with the problems of the parent child relationship.

Gadpaille, Warren J. *Parent School Cooperation in Sex Education: How Can the Professional Help?* Family Coordinator, 1970, 19(4), pp301-307.

The keynote is to demonstrate that children's experiences living with their parents constitute their major sex education; schools broaden that education. Other factors are: helping parents recognize their own biases and the ways their behavior communicates sexual attitudes, aiding their acceptance of the inevitably different world their children will live in, and urging their personal knowledge of the school program.

Heller, Blanche, and Gurney, David. *Involving Parents in Group Counseling with Junior High Underachievers.* The School Counselor, 1968, 15(5), pp394-397.

This investigation determined the effects of short-term group counseling on underachieving seventh grade students. In addition to counseling sessions for students, a meeting was held to demonstrate to parents the specific study techniques used.

McCowan, Richard J. *Group Counseling with Underachievers and Their Parents*. School Counselor, 1968, 16(1), pp30-40.

It was hypothesized that parent and student participation in counseling sessions would be more effective in producing positive changes in underachievers on three variables than would either student or parent counseling alone, and that student participation in counseling sessions would be more effective in producing such positive change than would parent participation alone.

Mallars, Patricia B. *Thinking About Group Counseling for Parents?* School Counselor, 1968, 15(5), pp374-376.

Encouragement is given to counselors to initiate group counseling for parents as well as students. Procedures for this type of counseling are discussed.

Peterson, Barbara G. *Parent Effectiveness Training*. School Counselor, 1969, 16(5), pp367-369.

Describes program which aims at improving the communication within the family and teaching parents skills of problem-solving for conflicts which may arise.

Rose, Sheldon D. *A Behavioral Approach to the Group Treatment of Parents*. Social Work, 1969, 14(3), pp21-29.

The techniques include programmed instruction, model presentation, behavioral rehearsal, and behavioral assignments. This method focuses on helping parents find specific solutions for behavioral and attitudinal problems.

Seim, Robert M. *Night Counseling*. School Counselor, 1970, 16(3), pp172-174.

Discusses success of evening programs to plan with parents, the high school program of graduating students. Parents did not feel threatened when all other parents also saw counselors.

Shaw, Merville C. *The Feasibility of Parent Group Counseling in Elementary Schools*. Elementary School Guidance and Counseling, 1969, 4(1), pp43-53.

It is the purpose of the present study to report findings relevant to the feasibility of parent group counseling. Three indices of feasibility are used: amount of initial parent participation in counseling groups; parent attendance patterns during group counseling; and parent reactions to group counseling following participation.

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